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ABSTRACT

The Wisconsin Council on Vocational Education held a public hearing on perceptions of vocational education in Wisconsin on April 26, 1988. Participants were invited from a broad-based spectrum. In addition to press notices, approximately 250 invitations were mailed to potential participants, resulting in oral and/or written testimony from 63 individuals representing the school and business sectors, various special needs groups, students, members of the educational community, and the community at large. Based on the testimony given, vocational education in Wisconsin is generally held in very high regard by students, educators, and employers alike. After an analysis of the testimony given, it was recommended that all levels of vocational education in Wisconsin develop programs and delivery systems to keep pace with economic and technological change. Furthermore, a comprehensive, cost-effective, and professional marketing program must be developed for the state's vocational program. (This report includes a summary of testimonial findings, conclusions, recommendations, a list of participants providing testimony, a map detailing participant geographic representation, and testimonial excerpts.) (MN)

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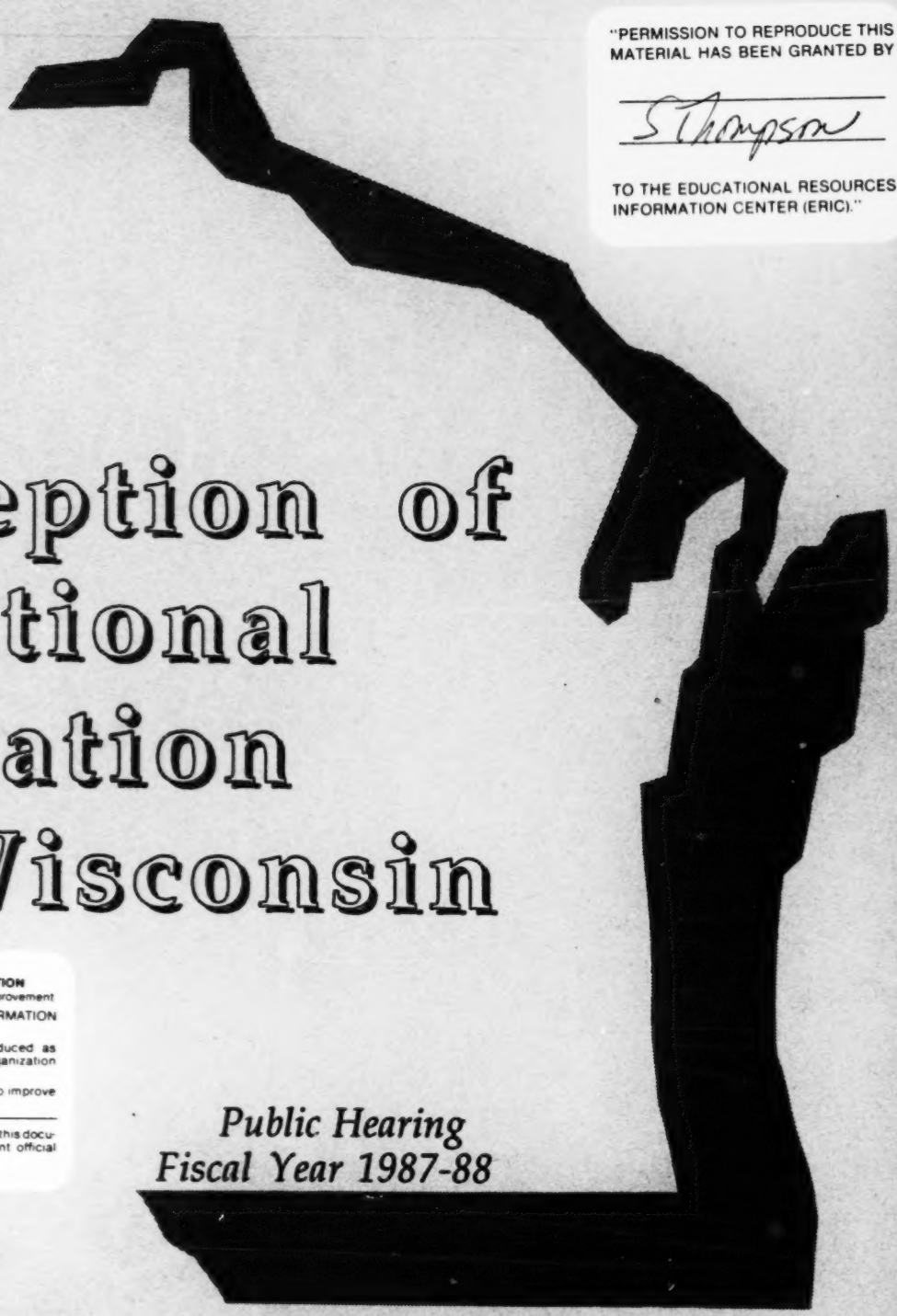

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Public Hearing
Fiscal Year 1987-88

Wisconsin Council On Vocational Education

CE050765

WISCONSIN COUNCIL ON VOCATIONAL EDUCATION

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PURPOSE

The Carl D. Perkins Vocational Education Act, Public Law 98-524, requires state councils on vocational education to "provide for not less than one public meeting each year at which the public is given an opportunity to express views concerning the vocational education program of the State."

The Wisconsin Council On Vocational Education, in meeting the above-stated requirement, held a public hearing on **"The Perception of Vocational Education in Wisconsin,"** April 26, 1988, for Fiscal Year (FY) 1987-88. Participants were invited from a broad-based spectrum. In addition to press notices, approximately 250 invitations were mailed to potential participants resulting in oral and/or written testimony from 63 individuals representing one or more of the following categories:

Agriculture
Business/Industry
Cooperative Education Service Agency (CESA)
Corrections
Dislocated Workers
Handicapped
Labor
Postsecondary (Staff/Administrators/Students)
Private Industry Council (PIC)
Secondary (Staff/Administrators/Students)
Single Parents
Small Business
Special Needs
Student Organizations
University of Wisconsin
Wisconsin Association of School Boards
Wisconsin Education Association Council (WEAC)
Wisconsin Vocational Association (WVA)
Wisconsin VTAE District Boards Association

Information gathered from the testimony is a valuable resource for the Council. For example, presenters identify specific topics the Council may select for research and/or program of work eventually impacting on Council recommendations to the State Board of Vocational, Technical and Adult Education, the Governor, the business community, and others, regarding policies the state should pursue to strengthen vocational education.

The public hearing on **"The Perception of Vocational Education in Wisconsin"** is the beginning of a Council effort to enhance the public's perception of vocational education in Wisconsin.

HEARING FORMAT

* Scheduled for Tuesday, April 26, 1988, beginning at 8:00 A.M.

* Participants were pre-scheduled to the extent possible. On-site oral testimony was accepted from individuals as time would allow Written copy of testimony from all presenters was requested but not required. All verbal testimony was recorded.

* Written testimony was encouraged (within a limited time frame beyond the hearing date) whether or not the contributor could attend the hearing.

* Six specific questions were given to the participants:

    1) What is your perception of vocational education?

    2) What is working?

    3) What is not working?

    4) How can the positive aspects of vocational education be applied to make the total population aware of the value of vocational education to our society?

    5) What issues need to be addressed to enhance the public perception of vocational education?

    6) Do you have specific recommendations for improvement?

* Oral presentations were limited to specific time frames. However, submitted written copy could be more comprehensive than the restricted amount of time allowed for oral testimony.

* Members of the Wisconsin Council On Vocational Education served as the hearing panelists.

* A report of the hearing will be made to the Wisconsin Board of Vocational, Technical and Adult Education, the Governor, the business community, the general public of Wisconsin and others.

TESTIMONIAL FINDINGS

Perception -- The testimony indicates the presenters held Wisconsin vocational education in very high regard.

VTAE System -- The vocational system in the State of Wisconsin is one of the best in the nation due, in great part, to a shared governance approach (State and Local) and diversified funding. The Wisconsin VTAE System is a model other states emulate.

Quality Product -- Wisconsin employers rate vocational education graduates above average in job preparation, basic skills and job skills.

Marketing -- Implement a professional, comprehensive, well-coordinated, statewide vocational education marketing program, a vital need for the system to improve the image of vocational education with the public.

Financing -- Establish a long-range financing plan for the VTAE system in the State of Wisconsin.

Partnerships -- Enhance and significantly expand vocational education partnerships with Business, Industry, Labor, Agriculture, Entrepreneurs, and others, throughout the State.

Access -- Review academic requirements in the education systems that have greatly restricted, and often eliminate, access to vocational education programs.

Duplication -- Assess vocational education program duplication and eliminate unnecessary duplication between educational systems and between campuses within the same system.

Advocacy -- Develop vocational education understanding, appreciation, and advocacy with counselors, instructors, administrators, etc., in each education system.

Transfer of Credits -- Promote transfer of credits for comparable courses within the VTAE system and between educational systems.

Labor Market Information (LMI) -- Refine the forecasting system for employment needs to prevent the predicted labor shortage crises; and, utilize accurate statistics reflecting the economic environment of workers versus bureaucratic categorization of the labor force (i.e., agricultural-related industries employ approximately one-fourth of the nation's labor force but current LMI statistics are segmented and do not reflect the total agricultural employment data).

Legislation -- Examine legislation affecting vocational education in each educational system in the State of Wisconsin and then develop legislation requiring vocational education credits.

Program Relevancy -- Develop system flexibility to rapidly respond to changing work environment and technology, a constant challenge to supplying relevant programming for employment needs.

- - -

Note: The Testimonial Findings do not reflect an order of importance but simply reflect various findings determined from the public hearing on **"The Perception of Vocational Education in Wisconsin."**

CONCLUSIONS

The interpretation drawn from testimony presented at the public hearing on **"The Perception of Vocational Education in Wisconsin"** indicates vocational education in the State of Wisconsin ranks as one of the best in the nation. However, there is need to ensure the following conclusions be implemented so that quality vocational education is available for the citizens of Wisconsin:

1) In order to keep pace with economic and technological change and maintain a leadership position, all levels of vocational education in Wisconsin must develop programs and delivery systems to meet current needs. It is essential for the State of Wisconsin to be able to compete in today's global market which demands a work force trained for present employment and adaptable to future employment.

2) A comprehensive, cost-effective, professional marketing program (encompassing mission statement, targeted populations, assessments, promotion, etc.) must be implemented for vocational education in the State of Wisconsin. The marketing program should be developed by the Wisconsin Board of Vocational, Technical and Adult Education in consort with the State Government, Department of Public Instruction, University of Wisconsin, Business, Industry, Labor, Agriculture, and others, impacting on vocational education.

W/COVE RECOMMENDATION

In response to the public hearing, the Wisconsin Council On Vocational Education submitted a recommendation to the Wisconsin Board of Vocational, Technical and Adult Education, July 29, 1988, encouraging leadership in the development of a comprehensive statewide marketing program for vocational education, as follows:

MARKETING VOCATIONAL EDUCATION IN WISCONSIN

The Wisconsin Council On Vocational Education recommends the Wisconsin Board of Vocational, Technical and Adult Education (WBVTAE) in consort with State Government; the Department of Public Instruction (DPI); the University of Wisconsin (UW); and representatives of Business, Industry, Labor, Agriculture, the Wisconsin Council On Vocational Education, and others impacting on vocational education in the State, develop a professional, comprehensive and well-coordinated vocational education marketing program for the State of Wisconsin including:

1) Accentuating the positive role of vocational education (i.e., a first choice for education and future employment).

2) Statistics emphasizing numbers of individuals served by vocational education in the DPI, VTAE and the UW.

3) Current statewide employment needs.

4) Potential work force needs (i.e., analyze predicted skilled and unskilled worker shortage in Wisconsin to determine methodologies to minimize, or prevent, a labor shortage crisis).

5) Current job placement data (containing assessment of meeting short-term training needs, i.e. part-time students).

6) Funding (long-term vocational education funding must be resolved to allow educational issues to drive the system -- a sound financing plan for vocational education in the State of Wisconsin being the end result).

7) Program relevancy -- analyze current program evaluation systems at the state and district levels and determine responsiveness to new program requirements in meeting today's labor market needs.

8) Assess the nature and extent of program duplication between educational systems and between campuses within the same system.

9) Vocational education program delivery coordination and articulation between the DPI, VTAE and the UW. (Guidance counselors must advise students of all education possibilities).

10) Significantly expand partnerships with Business, Industry, Labor, Agriculture and others with the educational systems. In addition, coordinate and articulate inter-agency relationships impacting vocational education with the Governor's Office, DOA, DOC, DOD, H&SS, DILHR and others.

11) Analyze vocational education accessibility to all students including service to rural and urban areas; handicapped, disadvantaged, adults in need of training and/or re-training, single parents or homemakers, participants in programs designed to eliminate sex bias and stereotyping and, criminal offenders serving in correctional institutions.

12) The impact of academic requirements and transfer of credits on the vocational education student in the State of Wisconsin.

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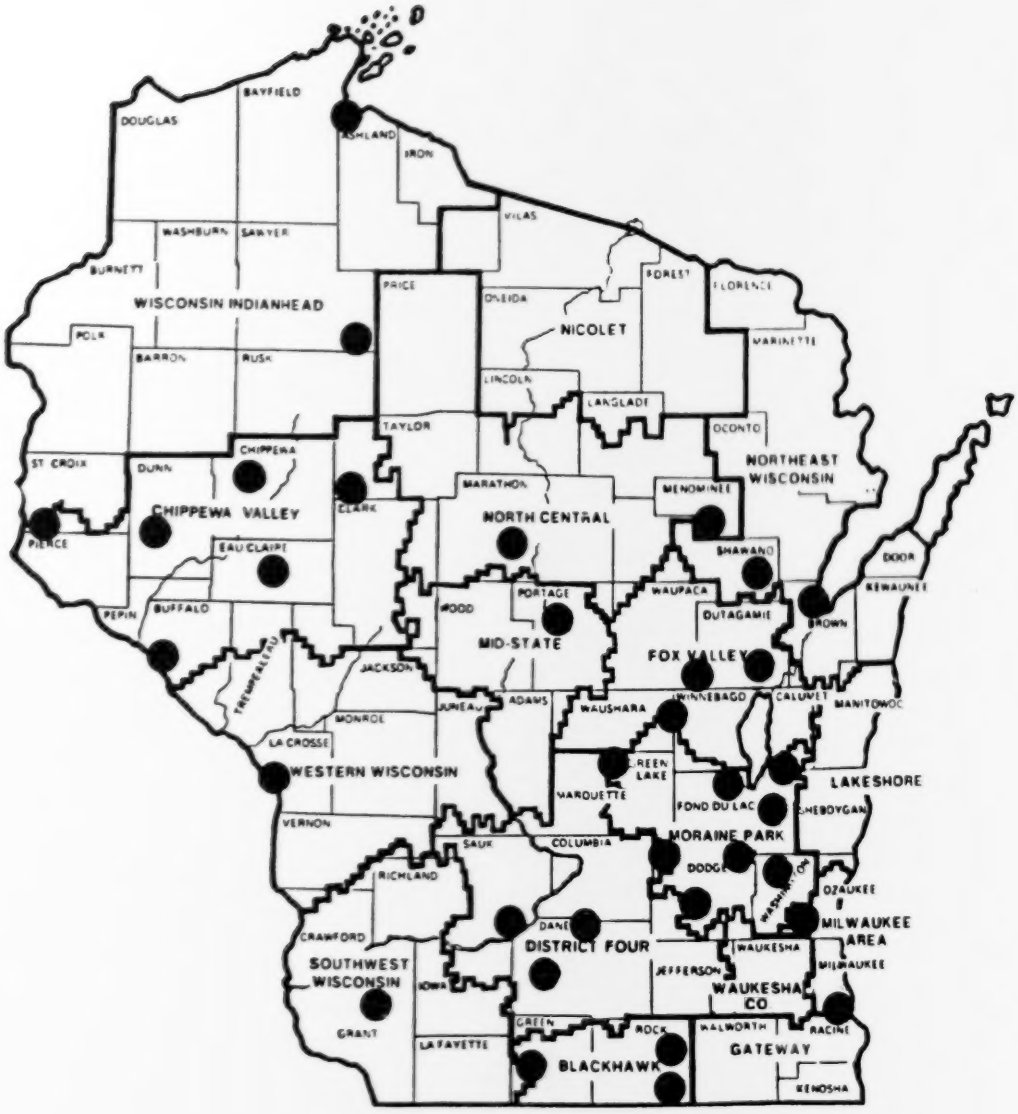

STATE OF WISCONSIN

VOCATIONAL, TECHNICAL AND ADULT EDUCATION DISTRICTS

TESTIMONIAL EXCERPTS

There is need to improve the image of vocational education to . . . "make the public aware of the vast numbers of students whose only interest in school is in vocational courses . . . many students would drop out (of school) or be severe discipline problems otherwise."

To improve vocational education, . . . "more emphasis and support are needed . . . from government . . . from guidance counselors . . ."

Duane Apel

"The image of vocational education continues to be that of an alternative form of education for those who do not have the academic ability or financial resources to 'make it' at the university level. This curtails legislative support and financial support and limits verbal and ideological support by the people of Wisconsin."

"Through marketing, make the total population aware of vocational education excellence . . . the excellence of programs . . . the quality of staff . . . the placement of well-trained graduates in lucrative and satisfying jobs."

"The vocational college of higher learning provides quality education, specific technical skills and over 90% placement rate for graduates. These statistics need to be marketed to enhance the public's perception of vocational education."

". . . inform the public of (vocational education) successes in training a skilled labor force and . . . in the market place, as a deliverer of higher education in Wisconsin, not just alternative education."

Dorothy Atkinson

"The goal of the Single Parent/Homemaker Project is to assist participants with the greatest financial need in preparation for economic self-sufficiency by increasing access to vocational programs and furnishing marketable skills."

"The issue of 'What is vocational education's place in the whole educational process?' needs to be addressed . . . vocational education works hand-in-hand with academic education and should not be viewed as a separate entity."

"Vocational education and academic education instructors should set up regular classroom visitation times with each other to expand upon course articulation and clear up misconceptions . . ."

Janet Balistreri

"Vocational education plays an important role in the total education needs . . . for approximately 50% of citizens who never attend the university system, but need to become and need to be seen as contributing, productive members of society."

"Vocational education can be described as fast-changing, up-to-date education with the schools in close partnership with business and industry."

"Traditional vocational education, especially at the high school level, is perceived as second class education and its products as second class students . . . This perception must be changed."

"The VTAE system does not appear to be driven primarily by educational and employment needs and considerations. Rather, decisions seem to be made primarily on the basis of cost and full-time equivalent (FTE) student count. An incredible amount of energy and time is spent in the VTAE system on the issues of funding and governance. Unless this changes, we predict severe damage to the long-term health of the system."

Leigh Barker

"Vocational education means not only a job but survival . . . it means an opportunity for single parents, handicapped, veterans, people of many races, colors and languages, young people who cannot afford the university system . . . it means an opportunity to obtain job skills."

". . . the single parent is threatened by the welfare department, the state, the food stamp department, Medicaid and the Wisconsin Employment Opportunities Program (WEOP)."

"Some of the issues need to be resolved . . . survey the students . . . what, financially, goes into the education? Personal? Governmental?"

"Can problems be overcome to allow students the opportunity of vocational education resulting in self-supporting jobs?"

Linda Barnes

"GTE North has worked closely with North Central Vocational College, Wausau, donating and installing . . . fiber optic and laser equipment as part of the educational program."

There is a need for a "Correspondence Home Study for GTE employees who may live a long way from a vocational college or be on the road to meet the needs of their jobs."

GTE North contracted with Minnesota for "Correspondence Home Study courses, not available in Wisconsin, with our vocational-technical colleges."

"In the early 1970's, a program on basic telephone installation and technology was started at Indianhead Technical College and later expanded."

"The VTAE decided this year that four-to-five colleges will offer telephone schooling . . . this becomes more expensive and spreads the efforts too thin . . ."

"GTE North and the telephone industry in Wisconsin have had an excellent relationship with the vocational technical colleges and we want to continue."

Robert Barnes

"Vocational education is working!"

". . . three aspects of the high school curriculum having a negative effect on vocational education . . . **first**, the increase in credits a high school student must have to graduate . . . **second**, the increase in requirements a student must have to enter a four-year college . . . **third**, the perception among staff, counselors, and administrators that vocational programs are only for the non-college bound student."

"Produce statistics supporting the cause for vocational education . . . i.e., the percentage of students that drop out after one year of college (four-year university) . . . salary of past students . . . degree of happiness in the work place . . . degree of satisfaction among employers . . . how fast students advance on the career ladder.

"Market the statistics and promote the vocational education programs with the high schools, the community, the state and the nation."

". . . require 1) one credit of vocational education be taken in a student's high school career for further education as well as for entering the work force and, 2) vocational credits be accepted by the university system."

Mary Jane Best-Louther

"I am going to a class in Design Graphics . . . I think it is good . . ."

Tim Boden

". . . promote the idea that vocational education produces highly skilled employees . . . improve advertising of the vocational school."

Sandi Borden

"Vocational programs are rooted in the community . . . enhance local units including advisory committees . . . exchange programs and technology with business and industry . . ."

"Previous presenters reverenced the high cost of programming and the need for regionalization . . . there is a danger in that but it may be inevitable because of the high cost of programming, i.e., computers . . . many vocational colleges would not be able to afford duplication . . . we must guard against directing all resources to one or two sites . . . it does not address the needs of individuals . . ."

"Develop better VTAE marketing methods . . . not the end-all to improving the vocational education system . . . it is important to communicate . . . word of mouth is most important . . . develop better coordination efforts between the secondary and postsecondary systems."

Robert Borremans

A large segment of the student population is missing exposure to vocational education training . . . "we need to address those students going on to school as well as those students who are job bound."

Vocational education "is not just an easy grade, it is not just for 'burnouts' . . . vocational education provides useful life skills for everyone."

A recommendation for vocational education improvement would be to "get the high school up-to-date on changes in curriculum, programs and equipment . . . get local business support . . ."

"Educate the community about vocational education."

Jenny Boyd

"Vocational education is the backbone of American education."

"Local Vocational Education Coordinators (LVECs) need to be recognized by the State Department of Licensing as administrators . . . LVECs are not recognized for their value to the vocational system, especially by the administrators . . .

the Department of Public Instruction should take a leadership role and define the LVEC duties and requirements for a license . . . a giant step to enhancing public opinion . . ."

". . . re-define the LVEC as the administrator/coordinator for employment education."

Jeff Bullis

"I have been going to school, taking three credits a year, for the past two years . . . I am finding direction . . . I cannot emphasize enough the importance of the re-entry programs . . ."

Cheri Ceizak

"All education could be considered vocational education . . . education must be recognized as both vocational education and general education."

"In many schools . . . enrollments have declined dramatically in all vocational education courses because students simply cannot fit them in their schedules . . ."

"For vocational youth groups there is . . . "no better training program to teach young people organizational skills, leadership qualities, civic responsibilities and social interaction."

"Business education must be perceived as making a significant contribution to the education of all students regardless of the overall educational program. It cannot continue to be isolated and viewed as curriculum meeting the needs of only the non-academic student."

"Vocational educators must be given the opportunity to give input into the formulation of a state or national plan for education."

"More vocational courses, whose curriculum parallels 'basic' education courses, should be allowed to meet graduation requirements."

Market vocational education to the general public. "The stereotype of vocational education must be changed so that students, parents, counselors, administrators, and lawmakers view vocational education as a positive, rather than negative, choice."

Vicki Christensen

"Secondary vocational education in Wisconsin is in the process of change influenced by demands and trends created by new technology in the workplace; by influencing competition in the world-wide market; by a national effort to improve the quality of all education; and, by the influence of federal funding priorities for vocational education."

"The willingness of Wisconsin residents, educators, and elected officials to provide quality elementary and secondary education supports economic development and contributes to rapid changes in vocational education."

"Vocational education is relegated to a second-class status due to the continuing mistaken perceptions that a college education is the only route to social and financial success and that vocational education is for someone else's children."

"To continue to provide the best trained, most educated, finest work force in the nation, Wisconsin cannot allow secondary vocational education to decline. An informational marketing program must be developed and jointly implemented by VTAE, DPI, DOD and the Office of the Governor. This program should promote secondary vocational programs in the state and demonstrate the need for widespread participation in secondary vocational education as an investment in Wisconsin's economic future."

"Continue and extend current efforts of the Department of Public Instruction for bringing about change including . . . modern curriculum . . . developmental guidance . . . articulation with VTAE . . . increased partnerships . . . promote equity in program access and eliminate sex role stereotyping . . . education for employment . . . economic development (Coordinate Planning)."

Support "creation of state categorical funding for secondary vocational education program development, improvement and expansion."

"Initiate a study of the effects of recent changes in academic requirements, declining enrollments, graduation requirements, scheduling concerns, and other factors, to determine their effect on enrollment in secondary vocational education."

Richard Dignan

"In the eyes of the public, vocational education is looked down upon compared to the university . . . this can be changed."

"Address problems associated with single parents, i.e., travel (cannot afford bus service) . . . if you own your own car, cannot afford parking meters; medical benefits; probation if unable to attend school; workfare; scholarships eliminate food stamps, etc."

"Keep the cost of vocational education down to allow single parents the privilege of going to school . . . address the problems of financial aids . . . perhaps a system could be developed to allow single parents to go to school with a gradual benefit reduction as the individual climbs the work ladder."

Lisa Gilbertson

"The vocational system helped design the Corrections curriculum on a competency-based format . . . a computer based management system for evaluating . . . is being implemented."

"Why, with the capital investments of the vocational system in the state, do the buildings sit idle? Corrections are in operation all of the time . . . the vocational education system should use capital investments much the same way . . . a vocational school should not be idle."

"The VTAE System (should) take a long, hard look at the basic skills demands of the work force . . . (Corrections students have) tremendous difficulties in mathematics and reading . . . it is a major problem and it is a responsibility of the people in the VTAE system to address."

"The vocational system ought to look at the whole idea of entrepreneurship . . . new companies are being formed but not able to last . . . the vocational system has a role to play not just labor but helping the manager, the entrepreneur . . ."

"It is important to talk about what is not working . . . which vocational schools in the state are better than others . . . there is a difference in the quality within the system and a direct correlation between the quality of the vocational school and the leadership that exists . . ."

"When Corrections developed the curriculum project, we had to go to Minnesota . . . it should have been available within the state . . . the State Board must take the responsibility for providing stronger vocational educational leadership to the degree necessary to maintain a viable system."

Robert Hable

"Vocational education is becoming the second class citizen again . . . the pendulum is swinging for various reasons . . . an increase of State Standards requirements has eliminated vocational classes for students . . . the increased credit requirements (from 9 to 16) for students continuing their education at a university level has also affected the availability of students taking vocational courses during their high school career . . .

two years of foreign language being required for entrance or college graduation, vocational courses **not** being considered for credit as part of the 16 entrance credits has an additional effect."

"There are alternatives and solutions if we work together . . . encourage vocational credit for entrance into universities . . . encourage the business communications examples meeting English credit in the local school districts and then, in turn, meeting university entrance requirements . . . encourage marketing the value of vocational education to parents, legislators, businesses, secondary schools and postsecondary schools, i.e., 'UW ADDS VOCATIONAL CREDIT REQUIREMENT.'"

". . . Keep vocational education in the K-12 schools . . . not all students learn the same way . . . maintain the opportunity for all students to benefit from vocational education."

Barbara Hagens

"There has been a long history of cooperation between Wisconsin Manufacturers & Commerce and the vocational system . . . a dynamic partnership!"

"Business and industry support local vocational districts in many ways -- tax dollars, people involvement, governance, targeted programs, equipment and supplies . . . vocational districts support business and industry through customized training programs and responding to immediate needs for training and instruction."

"The biggest challenge is to keep a healthy economic base . . . education is the strength and the tool for economic development . . . education produces the skilled work force."

"Unprecedented growth during the decade of the 1970's gave the public a perception of a fairly extravagant system -- property values went up and revenue was available -- at the same time, many companies served by vocational education were experiencing losses, shrinkage, down-sizing, scaling back and employee layoffs . . . hard for the public sector to understand . . . the physical plants were quite new, modern, dramatic in some communities, resulting in the popular perception that the system is well-funded and well-endowed . . ."

"70-80% of the jobs in the year 2000 do not exist today. How do you develop a work force for that? There must be quality education and a skilled work force for a healthy economy."

"Governance questions will be tough to deal with . . . greater state support for the system will produce greater management decisions for the system . . . a tough problem . . . there is obvious pride in local control."

". . . improve the vocational education image . . . tell the story effectively . . . public relations for vocational education should be better . . . let the public know what the system is doing . . ."

James Haney

"The VTAE system is: 1) attempting to pick up in the basics where the secondary education system left off; 2) attempting to train the existing workforce of employers; and 3) juxtaposing itself with the UW system."

"Wisconsin has an excellent vocational education system . . . vocational education has advanced and been responsive to special target group needs; economic development needs; and high technology program development needs . . . districts that have developed specialized focus (i.e., graphics, laser technology, etc.) have done well in the public eye and are widely recognized for those specialty areas."

There is need for "a clearly articulated state policy on vocational education . . . What is the role of the VTAE system in economic development? Welfare reform? Remedial education? High tech program development? Retraining the work force? . . . If Wisconsin is to make the best of its vocational education resources it cannot expect each VTAE district to span the gap from remedial education to high tech education and also provide everything in between."

"Getting a broad consensus (Governor, Legislature, VTAE Board, W/COVE, Jobs Council, etc.,) on the mission of vocational education would go a long way to increase awareness of the value of vocational education to our society."

"Initiate central policy development on the mission of the vocational education system and role in: Target group training (especially welfare reform); economic development; retraining; high tech program development; and, remedial education."

Jerry Hanoski

"The State of Wisconsin has one of the finest systems of vocational education in the nation."

". . . the mission statement of the Vocational, Technical and Adult Education system . . . is not what is being taught in the system . . . classes are determined by numbers based on amount of full time equivalencies (FTE) students . . . a class takes 30 hours for a credit . . . welding or machine shop class is an extremely expensive program but . . . a class with just a classroom setting can generate FTEs for less . . . the basic premise is still the same . . . stay with occupational education . . ."

". . . by changing the name to 'technical college' we have gotten away from the basic mission of vocational education which is teaching people jobs . . ."

". . . the increase in tuition fees is a concern . . . in 1975, it was about five dollars a credit . . . in 1988, it is thirty-two dollars a credit . . . a major deterrent for retraining or new training . . ."

". . . the system should be promoted in a very positive manner as an institution where the students can learn basic job skills . . . It is a good system, an excellent system!"

"Maintain the present governance of appointed district boards."

Lonnie Hanson

"Wisconsin has an excellent (vocational) system . . ."

"Vocational education credits must be transferable . . . students are frustrated by the loss of non-transferable credits to the university system."

"The system must stay abreast of a rapidly changing work environment and technology . . . technological obsolescence is both the greatest threat and the greatest challenge facing the vocational education system . . . changing technology will continue to accelerate . . . the vocational system must sort out the short-lived or trendy technology from the more profound technological changes such as the micro- or mini-computer . . . the vocational system cannot continue to rely on the Wisconsin taxpayer and the property owner as the primary solution to fiscal problems . . . the vocational system must guard against excessive duplication and encourage specialization in certain industries or business depending upon regional demand."

"The micro- and mini-computer is the most important and innovative technological advance impacting the banking business since the memory calculator . . . most business leaders over the age of 30 are not prepared . . . training and support is needed in the practical usage of the computer technology."

Richard Haynes

"Our funding application is backwards! We put 80% of (education) efforts into 20% of the student body! The 80% get 20% of the budget!"

"The U.S. Department of Labor advises 20% of the jobs require college degrees. 80% of the jobs require vocational education skills!"

"I hope the Wisconsin Council On Vocational Education has a role in developing the apprenticeship program . . . sometimes when government bureaucracy gets in the way, the student is sacrificed for irrelevant reasons."

There is "mass erosion of vocational education courses across the VTAE system . . . if it comes to a choice of offering an associate degree (two-year program versus a diploma program) the diploma program will be cut because it is too expensive . . . in terms of vocational education, we must get back on the right track . . ."

Robert Henning

"Vocational education is education for employment . . . vocational education creates 'job traits,' i.e., work habits, punctuality, following written and oral instructions, planning time wisely and (personal) pride."

"Advertise and promote vocational education through the media -- newspapers, television and radio. Get rid of the notion everyone has to go to college."

Develop "a better marriage between general education and vocational education."

"Students have to be exposed to vocational education earlier so that they can apply and relate the basics to something more tangible than just a textbook."

James Hopp

"Vocational education has value for . . . the student with special needs . . . the gifted and talented . . . those planning to enter the job market after high school . . . to those planning to go on to college . . ."

"Vocational education does not have appropriate status in the K-12 public schools . . . equal educational opportunities in vocational education are not available to our young people."

"Leadership and direction is good from the state level through the Department of Public Instruction."

"Adequate leadership at the local level for vocational education program development and improvement is missing in many districts . . . the Local Vocational Education Coordinator (LVEC) should be viewed in an administrative role to have optimum opportunity to influence change."

Market vocational education . . . "tell success stories . . . provide factual information . . . work with parents . . . vocational education is for all students . . . utilize media and telecommunications in showing the importance of vocational education to educators and the public . . . promote models in vocational education that are working."

"Put teeth into the new Education for Employment Standard that requires access to vocational education programs."

Require "districts to complete two-to-three year plans for vocational education and submit to DPI for feedback . . ."

"Student organizations should be required of all federally funded vocational education programs . . ."

Monte Hottman

Address the "political interpretations of the role education ought to make in the state . . . the impact of emphasizing a need to solve social issues in society through mandates in educational programs . . ."

"Legislative actions often are the result of special interest groups not necessarily consistent with educational objectives . . ."

". . . significant increases in educational expenditures are more directly tied to expanded educational mandates and programs (not the popular belief that increased salaries have been responsible for increasing educational costs) . . . budget analysis reveals expanded programs, as a result of expanded mandates, are responsible for a significant proportion of the expanded education expenditures."

". . . analysis of high school graduate follow-up studies reveal a majority of individuals do not complete collegiate degrees at either the undergraduate or graduate levels . . . educational programs ought to be emphasizing applied science, math, communications and fiscal management rather than theoretical cognitions . . . too often high school individuals need to learn how to solve practical math problems rather than taking advanced algebra or calculus."

"United States labor statistics and State of Wisconsin labor statistics are collected, analyzed and distributed according to nomenclature that does not adequately represent the employment in agriculture . . . 22-30% of the nation's labor force is employed in some aspect of the agricultural industry . . . approximately 560,000 workers in the State of Wisconsin are involved in agricultural occupations . . . however, examination of labor data such as percentages or numbers of workers are not evident . . .

categorization would put a number of agricultural workers in categories other than agriculture . . . therefore, it appears agriculture does not play an important role in the state or nation . . . employment data ought to reflect the economic environment of the workers versus the bureaucratic categorization of the labor force."

". . . educational needs differ . . . the civic, social and economic concerns of Milwaukee and/or Madison would not necessarily be consistent with the civic, social and economic needs in rural Wisconsin communities."

Richard Jensen

". . . vocational education in Wisconsin is a well designed, carefully monitored program with school and community cooperation which affords students the opportunity to learn and put into practice labor market talents and techniques."

"Instructors who are not vocationally certified can harm a program by not keeping current. This provision should be investigated with scrutiny. Unfortunately, vocational programs are expensive to operate. This keeps some schools from participating fully. Efforts should be concentrated on getting more funds made available."

"Schools should be encouraged . . . to do much more public relations work . . . public awareness of vocational education costs would increase desire to support all the wonderful things that are happening."

". . . it is necessary to select students and curricula which are demonstrative of facets of a program that are outstanding and which are truly good examples of vocational education in action."

"To encourage school districts to continue to improve, a requirement to prioritize recommendations from the team evaluation procedure and to resolve, minimally, one recommendation per year should be required . . . would cause districts to continually review and update priority concerns."

Thomas Johanik

"There is a need for the university, and other colleges, to accept transferability of credits (of the vocational student) . . . in pursuit of further study."

"Society needs to recognize the value of vocational education . . . make information available . . ."

Connie Jorgensen

"Over the years, there have been long-standing problems with governance, financing, serving rural communities, equity in servicing metropolitan areas and keeping up with technological change . . . those problems still exist."

"A professional public relations promotional effort is needed for vocational education. Marketing and merchandising vocational education would convince the public that no other system can meet employment needs better."

"The mission of vocational education is not to subsidize technological development but to prepare people for meaningful work."

"The majority of jobs in the future will be in medium-to-small business . . . and the needs and specific problems of small business may differ greatly from large business. The vocational system should place a greater emphasis in this area."

"Small-to-medium business have not, necessarily, been advocates for vocational education nor are they homogeneous. The vocational system should reach out to representatives from this diverse group who are ready, willing and able to be of value to the system. The vocational system needs to lead this effort."

Edwin Kehl

A study: **"Ten Things That Are Going Well in Secondary Vocational Education in Wisconsin"** is supported by data collected by 250 Wisconsin high schools which conducted vocational evaluations from FY's 84-87. Schools surveyed 16,937 graduates, 3,379 employers, 79,946 in-school students, 3,600 staff, 2,940 advisory committee members, and 7,602 parents:

1. Seven out of 10 vocational students (grades 9-12) plan to work full- and part-time one year after graduation.

2. The unemployment rate for graduates who completed a vocational program is significantly lower than the overall Wisconsin unemployment rate for 16-19 and 20-24 year olds.

3. The users of high school vocational programs (students, graduates, employers, and parents) are highly satisfied with the vocational training.

4. Employers rate vocational graduates above average on job preparation, basic skills, and job skills (2,985 employers).

5. Over two-thirds of graduates who completed high school vocational programs are working in jobs related to their area of high school preparation.

6. Students made career decisions most often in grades 10-11 according to 7,602 parents.

7. Vocational preparation contributes to economic development; out of 5,953 five- and ten-year vocational graduates, 261 persons own or operate their own business.

8. Secondary graduates are prepared to enter postsecondary training, according to vocational educators who participate in articulation efforts between schools.

9. Of those graduates who completed high school vocational programs and attended postsecondary programs 40% enrolled at technical colleges (VTAE).

10. Over two-thirds of graduates who have completed vocational programs and attended postsecondary programs, enroll in areas related to high school preparation.

"A major conclusion to be drawn from the data is that the benefits of vocational training are well worth Wisconsin's investment in secondary vocational education."

Elizabeth Klitzke

> "Severe hardship and emotional strain of going through loss (of family farm) has left many farm women with employment barriers that are very difficult to overcome . . . loss of self-confidence, self-esteem, and a deep feeling of failure are all common characteristics."

A project for displaced farm women has been "implemented by Chippewa Valley Technical College, Eau Claire, Wisconsin, for the purpose of job placement . . . programs to retrain adults in transition providing career opportunities that would otherwise be unavailable . . ."

> "There is a need in rural areas for information and assistance . . . in the marketing effort . . . work with farm families . . . and continually offer current resource information . . ."

Ruth Korn

The program at Chippewa Valley Technical College, Eau Claire, Wisconsin, has helped me . . . "I am in the process of a farm foreclosure . . . unable to obtain a job for more than minimum wage after 20 years as a farm wife . . . an ideal candidate for a non-traditional career."

Florence Kott

"Vocational education is the key to preparing young adults for future roles as effective members of society, the family, and local communities."

". . . the total population can be made aware of the positive aspects of vocational home economics education through : 1) increased partnerships of vocational education with business and community (presently Education for Employment is not utilizing vocational educators for a resource in some local efforts); 2) statewide public relations via vocational educators networking; 3) appointment of state task force to utilize successful programs in (the) state as models and assist in coordination of secondary and postsecondary vocational educators."

Catherine Lader

"Vocational education in K-12 is experiencing a stressful time in the public school districts throughout Wisconsin . . . created by increased graduation requirements which minimize opportunities for elective offerings, the need to move program, staff, and attitudes from the past to a more contemporary view, a rapidly changing economy and labor market, and mixed messages about what students need to make a successful transition from school to future work . . . vocational education as a whole suffers from inadequate understanding, a second-class image, and lack of consistency in definition and purpose."

"A marketing program needs to be developed which involves the Department of Public Instruction, VTAE, business, parents, students and teachers to communicate a message of success . . . a clear, well articulated vision of vocational education needs to be developed . . ."

"Guidance counselors, administrators, and parents need to be as informed about the requirements for work for high school graduates as they are about entrance requirements into college."

"Support the need for a two-tier licensing system - administrative and program specialist - in order to provide strong vocational leadership in districts . . . the Task Force on Administrative Licensure recommended there be no administrative licence for vocational education."

Bonnie Laugerman

". . . the Wisconsin VTAE System is one of the outstanding vocational-technical systems in the nation and is recognized nationally as a model for other states to emulate."

". . . the existing mission statement for the VTAE System is acceptable."

". . . state legislation established the current system . . . of shared governance whereby the State Board of Vocational, Technical and Adult Education is given some specific responsibilities for coordination and oversight as it relates to the 16 districts . . . the local district boards are given the responsibility for policy and administration of the 16 local districts. If I had to capture one single idea that is the strength of the VTAE System in Wisconsin, it is the concept of responsiveness to local communities by local people in meeting the needs of citizens, business and industry."

". . . a fundamental strength of the Vocational System is diversified funding comprised of local funds, either property tax or other, state funds, federal funds and user funds . . . it is absolutely essential that this diversity be maintained for the long-term future welfare of the VTAE System.

"Current distribution of funding sources results in the property tax providing approximately 50%, state funds approximately 30%, and user and federal funds approximately 20%."

". . . one challenge . . . would be the development and implementation of an effective public perception plan for the enhancement of vocational-technical education."

Earl Mihlbauer

Market vocational education . . . "Publicize the job placement success of vocational education students . . ."

Sally Muehlius

"Don't make technical colleges all things to all people. Various schools must have specialized, unique, specific programs without duplication on all campuses."

"Promote vocational education . . . industry could work with vocational education to get better press . . . working hand-in-hand advertising the partnerships . . . demonstrate the link between industry and technical colleges . . . direct, overt public effort to show off . . . the emphasis to the public must be on the technical education and not cake baking, flower decorating, yoga, etc."

The system needs to address the perception that the vocational school is "a school of remediation -- remedial programs crammed into the technical colleges . . . this issue needs to be addressed."

> "Something must be done with the University of Wisconsin system to do something about credit transfer . . . employees may wish to go from a two-year degree at a technical college to a four-year degree at the University . . . I can teach Chemistry at the UW-Green Bay and it is accepted in Madison but if I teach the same course at the Northeast Technical College it will not be accepted . . . that is criminal!"

"As a university professor, I give the vocational education system a Grade-A . . . I have not seen one better anywhere . . . the state's university system could use it as a model!"

J. Robert Mueller

> ". . . more four year institutions should recognize associate level credits."

". . . many people value vocational education . . . highly educated people do not feel vocational education is worth much . . . this is due to ignorance on their part."

". . . employers need to be made aware of the value of hiring someone with a vocational education . . . employers should be invited to visit vocational school campuses to see first hand what students are learning."

Vicki Nelson

> "Vocational education is a very complete education . . . most of the material is up-to-date and the instructors understand employer needs . . ."

Sell vocational education to society . . . "society (must) realize the importance of hands-on education . . . vocational students have more than textbook knowledge, they have technical experience . . . continue to emphasize the technical experience but also emphasize the textbook education that accompanies it."

> "Recruitment in high schools could be beneficial . . . many teachers believe you can't get anywhere without a college education -- they pass this belief on to the students."

Cindy Nimtz

"There is growing respect and value for vocational education programming in Wisconsin . . . the image has changed dramatically from small local schools to 16 vocational districts statewide . . . the VTAE budget is one of the top ten budgets in our state government."

"With growth comes attention by the . . . legislators and policy makers, Legislative Audit Bureau, Governor's Commission on VTAE, Employment and Training, Higher Education, etc., . . . best described as 'paralysis by analysis' . . . in the analysis, the vocational system is gaining respect . . . Talk about issues: Transfers, Corrections education, relationship to the State Job Training Policy; elevate the status and importance of vocational education in terms of what vocational education delivers."

> "There is no financing plan for the VTAE system . . . last year, a six million dollar extra appropriation was provided . . . this year, it depends on lottery revenue . . . if vocational education is important for programming, why isn't there corresponding importance in funding?"

"We are spending 80% of our time talking about governance and funding and about 20% on programming. It should be reversed."

"The system with the 16 districts are pulling together . . . there is great leadership in this system!"

"The vocational system needs less control and more facilitation . . . support research . . . a skilled worker shortage is coming . . . if we can identify a crises, we can better define the role vocational education is supposed to be playing."

> "Market vocational education . . . work together with the State Boards, Corrections, Department of Development, Department of Health and Social Services . . . all involved with vocational education . . . to facilitate change."

Dennis Nitschke

". . . to the image of VTAE . . . on marketing . . . start recruiting students in the elementary grades, vocational education is not only an alternative choice it may be the best choice . . ."

". . . it is critical as vocational educators, we realize we offer quality education and sell that product . . . the vocational system is the best kept secret . . ."

> "Ninety thousand dollars have been budgeted for statewide VTAE marketing. It is a start but, in the private sector to maintain a market share, the industry standard is 1% of budget just to remain average or 1.5% to increase . . . budget adequate resources to market this marvelous vocational system . . ."

". . . convince the public of the value of the vocational education system . . . we need to crow, and crow, and crow!"

Edward Osborn

"The vocational system ought to be competitive with other states and countries . . . there was an alternative to the Nation-At-Risk but it received little publicity."

"Wisconsin needs to market vocational education."

"Very few people know about the vocational education problems at the secondary level across the state . . . we need more leadership from the United States Office of Education and Wisconsin."

Harry Page

"Vocational education courses educate individuals in available opportunities, careers, business knowledge and skills needed to be productive citizens . . . and also provide the college bound student with skills to be successful in school . . . with skills to provide extra income in acquiring a career . . ."

". . . education cannot afford either the new education or the materials and equipment to be leaders . . . business wants employees trained and ready to work . . . educators are under educated and poorly funded to supply quality skilled employees."

". . . vocational programs must be visible to the public . . . local news articles . . . statistical information about vocational programs distributed to the public by mass media . . . newsletters . . . public relations . . . promotion . . . let the public know . . . (this) will need to be addressed in the future."

Stuart Pask

"Individualized instruction has become the most viable approach to meeting individual needs of students . . . most schools have only one instructor in each of the vocational disciplines which makes it difficult to provide comprehensive course selection in the traditional manner . . ."

"The need for expensive technological equipment in all of the programs, especially technology education, is the major roadblock to upgrading programs . . . not to mention the affect of the plan for cost controls . . ."

". . . emphasis on addressing the employment needs of business and industry is one major area that needs to be promoted . . .

it is also important to recognize the fact that students who obtain college degrees probably will be taught more than they need to know about a subject, but nothing about how to obtain and retain employment . . ."

". . . there is a great deal of misunderstanding about the purpose of secondary vocational education . . . due in part to programs changing slowly and lack of marketing to the general public . . ."

"Secondary vocational education needs to be recognized as being important to all students who plan to work as adults, not just for those who do not plan to go on to college . . ."

"Secondary and postsecondary vocational education need to be viewed as a partnership in education; not as two separate, unrelated systems."

Charlene Peterson

". . . vocational education . . . is to help produce individuals who, when they leave school, are equipped with . . . basic academic skills . . . good work habits . . . meaningful work values . . . career decision-making, job-hunting and job-getting skills . . . a degree of self-understanding of educational-vocational opportunities . . . awareness for continuing and recurrent education . . ."

"The image of vocational education is not perceived as being able to play a key role in meeting the needs of students as compared to the academic areas."

"Vocational education needs to have an effective marketing plan. Big business prospers through marketing. Vocational education is big business!"

Fred Ponschok

". . . vocational education is losing ground in the state of Wisconsin mainly because the state is mandating requirements for graduation from high school without considering the value of vocational training . . ."

"The Department of Public Instruction must believe in vocational education and sell vocational education to the state governing body . . ."

"Study the concept of using an eight period day by cutting down on the length of each (class) period allowing students the choice of at least one more area of interest."

"Develop recognition from the University that vocational training can be part of elective classes enhancing a student's education."

Gayle Quinn

"The displaced homemaker program, Turnaround, serves women who experience sudden loss of income due to death or disability of spouse, separation, or divorce . . . The project provides the only comprehensive services to displaced homemakers entering training or employment and includes:

- Career Planning and Personal Growth
- Basic skills brush up and math anxiety classes
- Basic computer literacy
- Job seeking classes
- Individual appointments as needed to develop career and personal goals
- Support groups."

"The typical displaced homemaker must acquire training . . . college, in many cases, is not a realistic option due to age and financial considerations."

"The VTAE system provides a necessary link" in helping the displaced homemaker make a successful transition to the world of work.

Barbara Read

"Vocational education provides a broad and comprehensive curriculum and support services determined by community need and the financial capabilities of the institution."

"Vocational education has the best opportunity of any segment of education to rebuild the lives of the millions of Americans who are or will be in need . . . flexibility to respond immediately to . . . business and industry and personal requirements."

"The vocational education system is hampered due to . . . funds. In order to respond to the special needs of a growing target population, legislation must understand the relationship between vocational education programs and economic development for the state of Wisconsin."

". . . enhance the marketing of vocational education but also publicize the successes provided through vocational education."

". . . the administration and VTAE staff need to make educators in the system aware of their importance in rebuilding lives in the state of Wisconsin . . . once there is a pride from within, that pride will flow over into the public."

Mary Lee Reichle

"Vocational education . . . is struggling with how to deal with the conflict between the past and the future . . ."

"In the past, vocational education was predictable . . . the technical skills necessary for success on the job were known . . . students in past years came to school with positive work attitudes and expectations . . . homes were stable and supportive . . . work expectations were clear . . . schools were expected to reinforce good work habits and attitudes, while the home was expected to provide them . . ."

"The future is not nearly as predictable as the past . . . expectations are much different . . . employers are looking for employees who also bring reasonable levels of academic skills to the job . . . society has changed . . . many students come to school without basic work values and appropriate attitudes . . . schools are asked to teach foundation behaviors for which the home formerly took responsibility."

"The crucial questions before vocational education are whether the struggle will result in necessary program changes, and whether the changes will come in time . . ."

". . . increasing public awareness of and support for the value of vocational education depends on increased involvement of business and industry in (vocational education) programs . . . much more effective in communicating the message than we could ever be."

". . . school districts and the State must commit to a comprehensive approach to implementing the Education for Employment standard, and other related standards, thus including vocational education in the broader restructuring of schools within Wisconsin, rather than singling out vocational education as a separate and independent area within which change must occur . . . in this effort, the future of vocational education in Wisconsin will be bright."

James Rickabaugh

As a graduate of both the vocational and university systems in Wisconsin, I believe "the level of education is very comparable . . . many of the technical school courses prepared me for my job more than the university courses."

". . . a person with a vocational education degree (has) the negative connotation of 'lower level' education -- not comparable to the university . . . many vocational education courses were much more difficult than the college-level courses I completed."

"Potential employers need to be aware of training programs offered by vocational schools and have an opportunity for input into

curriculum . . . more receptive to students with specialized vocational education training."

"High school counselors should stress the fact that vocational schools provide equally good education, as other colleges, but are geared more toward technical trades."

Sue Ries

Vocational education is . . . "educating people for productive jobs . . ."

When addressing issues to improve the image of vocational education include . . . "more time for vocational education classes . . ."

Ruth Schowalter

". . .the majority of future jobs will not require a college education, however, the requirements for high school graduation continue to demand more English, Math and Science . . . more requirements eliminate vocational education electives . . ."

"Vocational education does teach English, Math and Science in a very practical way -- applied . . . some classes could, and should, be used to satisfy the requirements."

"Currently, more local businesses want to employ young men and women in part-time positions than there are students adequately prepared to fill the positions . . . to fill most positions successfully, students need the skills and knowledge taught in vocational education classes . . ."

Lorna Schwingle

". . . vocational education at the secondary level is about to go by the way of the dinosaur and could be near extinction . . . an increase of at least two, and sometimes three, credits for graduation because of the state standards has eliminated two or three time slots for vocational classes . . . recent foreign language requirements for admission into the university has had a great affect on student course selection . . ."

"A marketing strategy needs to be implemented statewide to change the image of vocational education at the secondary and postsecondary level."

"Efforts are underway but moving slowly in the articulation of programs and awarding advance credit to students going to VTAE system. These efforts need to be expanded and publicized as much as

university news . . . not only is it necessary to articulate programs but we must articulate the minds of people that vocational education exists at the secondary level as well as the VTAE level."

". . . vocational education in the secondary schools . . . plays a significant part in the education of students that will be going to college, vocational school or directly to the work force."

Kenneth Sedbrook

"Although the nomenclature has been changed from 'institute' to 'college,' the type cast remains. The Wisconsin vocational system is unparalleled in contrast to other states, yet the image remains the same. Overshadowed by the University System, technical schools have been handcuffed by bureaucratic idiocy."

"Inform the world what technical schools are all about!"

"Stronger partnerships between employers and technical colleges are needed both to meet critical skill needs of the information age and to close the technical gap of today."

"Technical colleges are designed to improve industry's quality, productivity and competitive position in the world market . . . ability to respond to the needs of business and industry in a quick and specialized area make them unique."

"Market vocational education,. If the meaning of vocation was properly used and unified, there would be less misperception."

Mark Senti

"The perception of the Wisconsin Vocational Education System is very good . . . it is one of the best systems in the country . . . the shared (local/state) governance system works . . . it is difficult to manage . . . it is probably the best of both worlds and it is the basis from which Wisconsin's system has emerged as one of the strongest in the country."

"The constant promotion of the system has to be continually evaluated and addressed . . . a sophisticated, methodical assessment . . . a typical, good, research assessment with business and industry . . . the Wisconsin Council On Vocational Education could join with the VTAE to help finance and promote (the system) for the State of Wisconsin."

"There is a need to improve methodology for program evaluations . . . an ongoing improvement effort."

A strategic plan for vocational education in Wisconsin has been developed with the 16 local districts and the system is now beginning the process of developing the two-year comprehensive State Plan. "The Council . . . may have recommendations for improving the State Plan."

Robert Sorensen

". . . additional financial support (is needed) for technical and vocational education."

Support is needed "for vocational student organizations . . . offering opportunity to enhance skills . . . challenge abilities . . . meet people working in related fields . . . awards . . . competition . . . travel . . . alumni are advocates for the vocational school system."

"Personal testimony can help make the public aware of the positive aspects of vocational education."

"Technical college credits need to be equal to university credits . . . to further education, credits need to transfer . . . the cost of education is constantly on the rise and students cannot afford to pay for the same education twice."

Barbara Steele

"Vocational education is charged with preparing people for work. It is the backbone of the nation's employment-related education and training programs . . . it is an integral part of this state's public education system, representing a joint state and local partnership effort to meet Wisconsin's need for skilled workers."

"Wisconsin vocational education has made significant contributions to achieving educational and economic goals . . . In the future, vocational education should address:

- Extending, expanding and improving full-time vocational/technical programs to keep pace with changing work requirements, successful practices and assessed needs of the population served.

- Strengthening vocational/technical programs in rural and urban depressed areas to provide employment and work-related education services to youth, adults and employers as a means of bolstering the communities growth.

- Increasing access and improving the probability of successful program completion and transition into employment among special populations.

- Expanding adult employment training services to provide short-term upgrading, updating and retraining for adults.

- Customizing in-plant training services to enable adult workers to cope with changing technologies and work requirements.

- Developing a more effective means for linking employment-related education and training with Wisconsin priorities.

- Maintain and strengthen secondary vocational education programs and continue to work toward joint cooperation between secondary and postsecondary institutions to offer advanced standing to students entering the VTAE system upon graduation from high school.

Linda Stemper

"As a graduate of a two-year program, I rate the system only fair."

"There is total lack of uniformity throughout the schools within the state . . . there are some very good programs at some schools and some very poor programs at others . . . there does not seem to be any defined system of sharing information between schools and comparing programs. Instructors should meet biannually . . . to discuss problems and possible solutions."

". . . schools are graduating people who should receive no diploma . . . rigid course completion requirements should be required and be uniform throughout the state so possible employers can make accurate comparisons between students from different schools . . ."

"The present system of spending money is inappropriate . . . committees always spend money allowed each year to be sure they will get at least the same amount next year."

"Instructors must stay actively involved to stay in tune with changing needs of industry . . . instruction must contain state-of-the-art information. This involvement should not require the need for special grants or monies to the teachers."

Dennis Stenz

"The classic problem is the different staff certification of the public and vocational systems . . . Reciprocity is an issue begging correction."

"The image of vocational/technical education has improved greatly. The 'dumping concept' has long passed . . . background must be provided for career change, information on career options and job-specific skills or preparation training."

"Cooperative efforts must be pursued to obtain access and sex equity for all students."

"Access to occupational skill training for every child must be pursued as a cooperative effort and is good public policy ensuring prudent spending."

"Wisconsin has a good education delivery system even with a dual structure . . . we must foster more initiative in reducing restrictions, avoiding duplication, and collaborating on the pursuit of our responsibilities."

George Tipler

"The positive aspects of vocational education should be applied to make the total population aware of the value of vocational education to society . . . advertise . . . tell success stories . . . study the vocational education programs . . . develop coordination between business, education, and others . . ."

Jody Waldhart

"Vocational education needs to be extremely flexible . . . as life styles and economies change, so do sources of livelihood . . . the changes, often traumatic, in reality are challenges and opportunities."

"The challenge for vocational education is to be close enough to the current political trend to maintain viability, and yet far enough in front of the trend to train those who will be needed in the business of food and fiber production, processing, and distribution for coming decades."

"The world adds the equivalent of the population of the State of Wisconsin every 20 days . . . creating more demand for food and fiber . . . agricultural programs must fit the needs of the future."

"The vocational educational system is faced with the challenge of providing programs and training future workers for an ever-changing field . . . coordination of educational facilities must be increased to gain maximum utility from equipment and programs."

"Curriculum must be carefully examined . . . language, science, and other skills required for high school graduation . . . agricultural curriculum must be enhanced so that applied biological sciences taught in a vocational agriculture program meet the science standards for graduation.

"The education system, as difficult as it may be to change, will have to consider an extension in either the school day, the school week, or the school year."

"The challenge for educators is to train the agri-business personnel needed for survival in the 1980's, stability in the 1990's, and sustained and substantial growth in the 21st century."

Russel Weisensel

"I am a Tool and Die Maker student . . . the program is good . . ."

Jerry Wichman

"If Wisconsin is to remain economically healthy and competitive with other states, it must help existing business and industry to remain strong and grow; discourage companies from leaving and attract new ones . . . to achieve unity of purpose and satisfactory results the education sector must work closely with business, industry and government . . ."

"The vocational-technical schools have at least three sources of strength to enhance their role . . . **first,** past record of successes of programs and graduates . . . but, it is imperative that curriculum changes keep pace with the current and anticipated changing work force needs of business and industry . . . **second,** the geographical territory of the vocational system . . . provides the opportunity . . . to operate with a statewide perspective rather than a localized or single community perspective . . . this geographical structure should be a facilitator, not an impediment, to cooperation among the vocational-technical schools in carrying out their educational mission for the state . . . **third,** the cooperative programs and partnerships that have been developed between the vocational-technical schools and businesses over the past several years . . . the market for training and retraining has been largely untapped by the vocational-technical schools . . . as a result, business and industry set up their own training programs."

". . . the overall quality of the general educational programs of the vocational-technical schools is good . . . it is the availability of special technical programs for targeted employee populations where some of the districts fall short."

Hal Wissink

FOR ADDITIONAL REPORTS

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